**Category 2 Assessment in the Early Years**

**Recommended audience**

This workshop is for administrators, coordinators and teachers who:

• Have attended a category 1 workshop

• Have an in-depth understanding of the philosophy and curriculum framework of the PYP

**This workshop strives to develop the following understandings:**

• The PYP is an educational approach that encourages children of all ages to wonder, explore, think and create as they construct new understandings about the world around them and assessment is a vital component in this process.

• In a constructivist classroom assessment through observation is essential; it gives teachers information about the children’s understandings, interests and needs.

• When assessing young children we need to look for evidence in a variety of ways.

• Obtaining effective assessments requires having a clear purpose of assessment in mind

• Assessment is embedded in all that we do through the PYP, it shapes and validates teaching and learning through the 5 essential elements.

• One of the most important links between the teacher as a facilitator and the child as experimenter is the teacher’s questioning strategies.

• Schools have a responsibility to show evidence of student learning

• A portfolio enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

• Formative Assessment provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do.

• Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It measures understanding of the central idea, and prompts students towards action.

• When assessments are authentic they build on students ability to make sense of the world, develop skills, shape new attitudes and understand themselves as learners.

• Sharing information on progress and achievements with parents helps us build closer links between family and school

• Assessments can look very different with children of different ages and stages of development

• Consistency with assessment values, perspectives and practices builds a stronger continuum of experience in education.

• Reflection is an important part of our learning process

**Participants should have the following materials available electronically or in print depending on their learning preference (please read ‘materials’ explanation in the sample template on page 6):**

• Samples of a programme of inquiry (POI) and unit planners

• Regional or national curriculum documents if applicable

• Sample of a preferred assessment tool

• Sample documentation of children’s learning

• Sample of a child’s portfolio

• Sample of a child’s written report

• Photographs of children learning and/or Student-Led Conferences

**Current version of the following IB documents:**

• *Making the PYP Happen - A Curriculum Framework for International Primary Education*

• *Developing a Transdisciplinary POI*

• *A Basis for Practice*

• *IB Standards and Practices*